DOCUMENT RESUME

ED 288 063 CE 048 967

AUTHOR Wyly, Jeanie Rountree
TITLE Career Development.
PUB DATE Oct 87
NOTE 24p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Washington, DC, October 19-24, 1987).
PUB TYPE Viewpoints (120) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Adult Development; *Adult Education; *Career Development; *Educational Needs; *Educational Theories; Employer Employee Relationship; Fused Curriculum; Lifelong Learning; Mentors; Models; Organizational Climate; Postsecondary Education; *Program Development; Self Concept

ABSTRACT

Career development has become very pertinent for adult educators inasmuch as career development programs have been shown to increase effectiveness and efficiency in the field of adult education. Career development programs can vary widely in their content, approach, and philosophy. Various theories have been proposed to explain career development. Included among these are Ginzberg's, Super's, and Tiedeman's developmental theories; Roe's need theory, Holland's personality theory, the Minnesota theory (which measures several dimensions of work adjustment), and Hoppock's composite theory. Perhaps the most important development in the field of adult education in the past five years has been the explosion of interest in career development. Career development programs have begun to focus on the personalized aspect of the individual, and organizations have begun trying to match their needs to those of the individuals whom they employ. The pertinence of self-concept and self-esteem to success in career development has been recognized, and the effectiveness of mentor relationships as a means for improving individuals' career positions has been established. Many researchers, including Erikson, Super, Schein, and Levinson, have formulated models of the various life cycles and stages through which adults progress and have explored the influence of these various stages on career development. Norris and her coworkers have developed a seven-step career development plan that should significantly increase attitudes, morale, and productivity by having organizations and employees work together. (MN)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED288063

CAREER DEVELOPMENT

BY

DR. JEANIE ROUNTREE WYLY
NORTHEASTERN STATE UNIVERSITY
OFFICE OF STUDENT AFFAIRS
TAHLEQUAH, OKLAHOMA, 74464

CE048967

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

J. Rountree Wyly

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

BEST COPY AVAILABLE

CAREER DEVELOPMENT

Career development has become very pertinent for adult educators. Career development programs increase effectiveness and efficiency in the field of adult education. Career development represents the outcomes emanating from a combination of individual career planning actions and organizational career management activities. Thus, both the individual and the organization are responsible for developing the careers of employees (Gutteridge, Otte, 1983). Programs vary in their content approach, and philosophy. The following aspects will be discussed: theorist and theories, career development, self-concept and self-esteem, mentor relationships, and adult life cycles.

Each of these concepts will be discussed in an attempt to explain the process of career development. Career development is a process that occurs over a life span and is significantly influenced by self-concept and by social, physical, and psychological forces in one's world (Pietrofesa, Splete, 1975).

CAREER THEORIES

An understanding of the theoretical approaches must be recognized. The following theorist and theories will be discussed: Ginzberg's Developmental Theory, Super's Developmental Theory, Tiedeman's Developmental Theory, Roe's Need Theory, Holland's Personality Theory, Minnesota Theory, and Hoppock's Composite Theory.

GINZBERG'S Developmental Theory

Ginzberg's theory of vocational choices includes three major periods: fantasy, tentative, and realistic. The fantasy period is thought to be a stage in early childhood when children fantasize about what they want to be when they grow up (Norris, Hatch, Engelkes, Winborn).

The second period is known as the tentative stage. The four phases that contribute to this period are: interest, capacity, value, and transition. The interest stage simply is the phase where some things are of more interest than others. The capacity stage begins focus on the actual ability to perform various activities. The value stage involves the differentiation of those things that have either intrinsic or extrinsic value and relates to career decision making. The final stage of transition is an integration of the vocationally relevant data that has resulted from interest, capacity, and value stages of tentative period. This stage is the realistic one. This is the stage where the individual explores occupations. According to Miller, this is the exploration of jobs called families of occupations. This is a general area of job families. The final period is during the adult phase of life.

SUPER'S DEVELOPMENTAL THEORY

Super was instrumental in making the transition from the "old" to the "new" look in the field of vocational behavior.

In giving initial expression to this new look, Super (1957) observed:

> Psychological hypotheses about vocational behavior have usually been couched in terms of individual differences between persons and groups and less frequently in terms of with-in person changes over two or more occasions.

The rationale which Super proposed was based on the assumption that use of a "career model" in vocational guidance presumed it was possible to develop criteria for determining the success with which people handled the vocational, developmental tasks characteristic of each of the various stages of a developing career (Dudley, Tiedeman, 1977).

Super described the process by which the self-concept influences vocational development as having three major focuses. The three areas of focus are: Formation, translation, and implementation. The formation of the self-concept was conceptualized by five stages: exploration, differentiation, identification,role-playing, and reality testing. Translation of the self-concept in occupational terms is a set of vocational role expectations. Implementation, concerned with reality-test of the internalized expectations (Dudley, Tiedeman, 1977).

In summary according to Dudley and Tiedeman, Super's career development had five primary emphasis:

1. Centrality of the person as a structure of "interternalized role expectations."

2. Value of theory as operational and explanatory in function.

3. Emphasis on behavior prediction.

4. Interest in criteria to measure or describe vocational maturity characteristic of, each stage of career pattern.

5. Interest in specification of exploratory vocational behavior.

TIEDEMAN'S DEVELOPMETAL THEORY

Tiedeman's theory is divided into two periods, each one having a series of stages.

Period One: Anticipation/Expectation

Stage 1 - Exploration:	The client becomes aware of options and alternatives available.
Stage 2 - Crystallization:	The client separates the options into feasible and infeasible groups.
Stage 3 - Choice:	The client selects several perferred options, and ranks them in order of preference.
Stage 4 - Clarification:	The client maps out a plan following the perference list, acquiring additional information and compiling a list of prereq-uisites for each vocational choice.

Period two: Implementation/Adjustment

Stage 1 - Induction:	The client attempts to conform to the behavioral mold of the vocational target group.

Stage 2 - Reformation:	The client negotiates discrepancies between personal goals and goals of the vocational group.
Stage 3 - Integration:	The client is stabilized in the group and congruence exists between the choice and the client.

During each stage of the model, if satisfaction is not achieved, the entire process may begin again (Norris et al).

In consideration of Tiedman's proposition the primary role should be viewed as helping the individual understand the psychological processes which occur during the decision-making processes.

ROE'S NEED THEORY

Anne Roe's theory of career choice grew out of a series of investigations of life, physical and social scientists and their developmental backgrounds and personalities (Roe, 1951). Based on these investigations, Roe concluded two things: first, depending on the scientific specialty, the scientists differed in the way they dealt with people, and these differences indicated some major personality differences. Second these personality differences are related in some way to childhood experiences.

Roe's theory is classified as a "needs" theory in that primary attention is given to the wants and desires that stimulate the individual to have an occupational preference (Norris, et al, 1979).

Three primary components make up Roe's theory they are as follows: the genetic influence, Maslow"s hierarchical needs, and the channeling of psychic energies into a variety of possible directions. Career development and vocational choice are influenced by the individual's abilities and interests. According to Roe, vocational choice is a matter of interaction between genetic and environmental factors that become part of the total life pattern.

HOLLAND's PERSONALITY THEORY

Holland assumes that the choice of a vocation is an expression of personality and that vocational interest represent the expression of personality in work, hobbies, recreational activities, and preferences. Second, the notion that interest inventories are personality measures combining interest and activities with personality (Forer, 1953). The third assumption is the Vocational Preference Inventory (VPI) which is a personality inventory composed of 160 occupational titles, and the environmental assessment technique, which defines the environment (Astin, Holland, 1961). The fourth assumption is that each individual has sterotypic representations of varibus vocations that are personally meaningful. A final assumption indicates that vocational satisfaction, stability, and achievement depend on congruence of one's personality and one's work environment (Norris, et al, 1979).

Holland perceived that there are six personality types: realistic, investigative, social, convential, enterprising, and artistic. Second the six kinds of occupational environments

parallel with the six types of individuals. Third, people search for environments and vocations that will permit them to exercise their skills and abilities, to express their attitudes and values, to take on agreeable problems and roles, and to avoid disagreeable ones. Fourth, a person's behavior can be explained by the interaction of one's personality pattern and one's environment (Holland, 1966). The following is a summary of Holland's personality types (National Computer System, 1982).

TYPE	PERSONALITY TYPE
REALISTIC	Driving, Operating, Tending, and handling.
INVESTIGATIVE	Seeking, Pioneering, Investigating, and analyzing.
SOCIAL	Communicating, Teaching, Feeling, and supporting.
CONVENTIAL	Processing, Accounting, Sorting, and recording.
ENTERPRISING	Controlling, Directing, Planning, and persuading.
ARTISTIC	Intuting, Creating, Imagining, and sensing.

MINNESOTA THEORY

The Minnesota Theory measures several dimensions of work adjustment. The Minnesota Satisfaction Questionnaire (MSQ) measures the job satifaction of the individual's vocational needs through work (Weiss, Dawis, England, Lofquist, 1971). The Minnesota Satifactoriness Scales (MSS) measures how satisfactorily the individual performs the job (Gibson,

Weiss, Dawis, Lofquist, 1970). The Minnesota Importance Questionnaire (MIQ) measures the individual's vocational needs (Gay, Weiss, Dawis,,Lofquist, 1971). The Minnesota Job Description Questionnaire is a rating instrument completed by employers and/or employees to describe reinforcers of specific jobs. After the instruments had been developed, additional research conducted, and dialogue with colleagues conducted, some modifications were made in the original 1964 statement of the theory (Norris et al, 1979).

The theory of work adjustment according to the Career Information Service is based on the concept of correspondence between the individual's work personality and job environment. From this, general assumptions follow:

1. Each individual seeks to achieve and maintain correspondence with the environment.
2. Work represent a major environment to which most individuals must relate.
3. Correspondence can be described in terms of the individual fulfilling the requirements of the work environment and the work environment fulfilling the requirements of the individual.
4. The continuous process by which the individual seeks to achieve and maintain correspondence with the work environment is called work adjustment.
5. The stability between individual and the work environment is manifest as tenure or length of time spent in the job.
6. Tenure is a function of correspondence between the individual and the work environment.
7. Satisfactoriness and satisfaction indicate the correspondence between the individual and the work environment.

9. The work personalities of individuals who fall within the limits of satisfactoriness and satisfaction for which substantial tenure can be predicted, may be inferred to be correspondent with the specific work environment.

10. Work personality-work environment correspondence can be used to predict satisfactoriness and satisfaction, indicators of correspondence in the work adjustment process.

11. Work personality-work environment correspondence can be used to predict tenure (Dawis, Lofquist, Weiss, 1968).

The implications of the Minnesota Theory of Work Adjustment for counseling and education lies in the use of the prescribed Minnesota instruments to measure adequately an individual's satifaction (MSQ) and job environment. Once data has been collected, the professional can assist the individual in the job selection process.

HOPPOCK'S COMPOSITE THEORY

Another theory that needs some focus is the Composite Theory by Hoppock. Hoppock has drawn on existing theories and has attempted to present some speculations based on his experiences with individuals who need career assistance (Hoppock, 1976). According to Hoppock the following ten assumptions should be considered:

1. Occupations are chosen to meet needs.

2. Occupational choice is based on the needs of the most concern to us.

3. Needs influence our choice.

4. Vocational development begins when we become aware that occupations can meet our needs.

5. Vocational development and occupations improve as we increase our skills.

6. Information about ourselves affects career choices.

7. Information about occupations helps us discover the needs that each occupation can meet and how well satisfied we may be in one job compared to another, thus affecting choice.

8. Job satisfaction is contingent on what our perceptions and needs are.

9. Satisfaction can be immediate or delayed.

10. Occupational choice change when we feel another choice will meet our needs better.

CAREER DEVELOPMENT

Perhaps the most significant development in the field of adult education in the past five years has been in the explosition of interest in career-development. Career development programs focus on the personalized aspect of the individual. The organization is trying to match there needs with the individuals needs.

MATCHING THE ORGANIZATION AND INDIVIDUALS NEEDS

Individual career development planning works best when tied in with existing personnel systems in the organization (Cross, 1983). According to Schein, the basic system can be depicted as involving both individual and organizational planning and a series of matching activities which are designed to facilitate mutual need satisfaction (1978).

Career development programs goals should be to increase effectiveness and efficiency of their human resources. The following four principles top managers and employees believe are important. They are as follows:

1. The key to good career development is providing information in areas critical to sound decision making.

2. The company has an obligation to encourage both the personal and professional development of its employees.

3. Whenever possible, career development should be integrated into existing operating procedures and structure.

4. The company believes that its investment in people and their growth will ultimately result in a more motivated and competive workforce.

If these four principles are followed a significant increase in productivity, morale, and attitudes should result (Russell, 1984).

Individuals and organizations basic beliefs can influence the work place as well as the environment. According to Blessing and White, career development is best attained through the following steps:

1. Individuals have the primary responsibility for their own development and job satisfaction.

2. Productivity improvement increasingly depends on the performance of individuals.

3. The best, most immediate opportunities for increased development and satisfaction are with one's current position.

4. The energy for performance improvement is generated by commitment to personal motivators.

5. Organizational and individual excellence are best attained by building on strengths.

6. Effective manager/subordinate communication is the key to performance, morale, and retention of valued employees.

7. Feedback from one's supervisor is essential for improvement/development to occur.

8. Progress demands action, gumption and a "do it now" spirit.

Each individual and organization must realize that career development is tied to matching each others goals. However, the individual has primary responsibility for their own development and job satisfaction.

SELF-CONCEPT AND SELF-ESTEEM THROUGH SUCCESS

Self-concept or self-esteem is very pertinent to success in career development. This reflects pride in oneself to acknowledge and accept accomplishment through careers. The Seeds of Greatness reveals ten principles important to success. They are as follows:

1. The first best-kept secret of total success is that we must feel love inside ourselves before we can give it to others. If there is no deep internalized feeling of value inside of us, then we have nothing to give to or share with others.

2. The second best-kept secret of total success is that our minds can't tell the difference between real experience and one that is vividly and repeatedly imagined. We perform and behave in life, not in accordance with reality, but in accordance with our perception of reality. Many of our everyday decisions are based upon information about ourselves which has been stored as "truth" but which is really a combination of hearsay from family, friends, peers, and information we read, listen to, and view on television.

3. The third best-kept secret of total success is that our rewards in life will depend on the quality and amount of the contribution we make.

4. The fourth best-kept secret of total success is that a large vocabulary which implies broad, general knowledge characterizes the more successful persons, regardless of their occupations. One of the major problems we have

in trying to work with each other toward mutually beneficial solutions to our problems lies in our ability, or inability, to express our thoughts.

5. The fifth best-kept secret of total success is that many individuals fail because they never really set their goals in the first place.

6. The sixth best-kept secret of total success is that a touch is worth everything. Touch will help with communication efforts.

7. The seventh best-kept secret of total success is that life is a self-fulfilling prophecy: You get what you expect in life.

8. The eighth best-kept secret of total success is that we must live in here and now. Do not dwell on the past.

9. The ninth best-kept secret of total success is that winners work at doing things the majority of the population are not willing to do.

10. The tenth best-kept secret of total success involves your perspective of how you see life from within.

Through these ten principles self-concept and self-esteem are experienced. Hopefully, your'e beginning to enjoy accomplishments. It is important to be realistic about yourself and others. Feel good about your goals, ambitions, accomplishments and enjoy successes in your future endeavors.

MENTOR RELATIONSHIPS

Mentor relationships can be a very effective means for improving career positions. Mentors can help mentees by helping them in the following areas: advise mentee on career goals, advancement, strategies, instruction in technical as well as social-managerial skills, visibility and exposure, counseling about work-related or personal problems, encouragement, confrontation, and actual opportunities to perform new skills that are acquired

(Phillips-Jones, 1983). Research conducted by Phillips-Jones revealed nine features for success of a mentoring program. They are as follows:

1. Top management support mentoring programs.
2. Integrate the mentoring program into the career development program.
3. Insist that participation in the mentoring program be voluntary.
4. Keep the program short.
5. Select mentors and mentees carefully.
6. Provide an orientation for mentors and mentees.
7. Allow mentors "structured flexibility."
8. Be prepared for potential challenges.
9. Build in a monitoring system.

Each of these features should be understood before developing mentor relationships. However, it should be noted that mentor relationships are temporary, danger can develop in the relationship for being associated with the wrong kind of person, sexual interest may develop, and a mentees individuality can be taken away (Perney, 1981).

Mentor relationships can be good if careful consideration to the people is given. This can provide the mentee with help in career advancement and clarify the expectations of the organization.

LIFE AND CAREER CYCLES IN CAREER DEVELOPMENT

Life and career cycles can be one of the most critical events that affect all people as employees. A person's life cycle is a "series of stages characterized by changing patterns

of developmental tasks, career concerns, activities, values and needs, which emrge as he or she ages and passes through various age ranges" (Hall, 1973). It should be emphasized that in the lifetime of an individual many decisions related to career decision-making will be made. While the decisions to be made early are often difficult, those to be made later in life are often more difficult (Chruden, Sherman, 1984).

Many researchers agree on the basic concept of life cycles and stages, they differ on the number and length of stages and the developmental tasks that define them (Burack, 1984). Each researcher has emphasized different cycles of life events. The following researchers through Burack's article, will be discussed: Erikson, Super, Schein, and Levinson.

Erikson has developed a life-stage approach that goes through various stages (see Model 1).

Name	Number	Age	Characteristics
Childhood	1-4	0-15 yrs.	Oral, anal, genital and latency
Adolescence	5	16-24	Focus on ego identification often with role confusion and inability to establish an occupational identity, search for values and role models and testing of various possibilities (identity or life purpose)
Young adulthood	6	25-39	Features intimacy and involvement as the person is ready to fuse identity with others or to commit to affiliations or institutions, including a work organization. Commitment may involve major personal sacrifices or/and compromises. Personal conflict involves the implied trade-offs between the sense of identity and autonomy (gained in stage 5) with involvement and commitment.
Adulthood	7	40-64	A primary concern with establishing and guiding the next generation. The forms that this concern takes vary, depending on personal competencies and life situation. Possibilities include: creative writing and mentoring and building a business for one's children.
Maturity	8	65 and over	Satisfaction with and acceptance of one's life's pattern and activities

Super's career stages deal more directly with the world of work. He emphasizes individual's behaviors by clarifying characteristics that makeup, needs and values. Super's vocational stages are a good example of work-related behaviors (see Model 2).

MODEL 2

Name	Number	Age	Characteristics
Growth	1	1-14	Emphasis on development of self-concepts through family, school and friendship experiences. Assuming greater importance towards the end of the stage is definition of interests and personal capability through social participation and reality checking.
Exploration	2	15-24	Multiple work-related events feature self-examination and occupational and role explorations. The explorations are given form by school, leisure and part-time work activities. Early in this stage (15-17 years), initial work-related choices are made by sifting through needs, interests, capacities, values and perceived opportunities. By the end of this stage, a beginning full-time job, which will serve as an initial testing ground of a life work, has been located or is focused upon.
Establishment	3	25-44	An effort to establish a permanent place in the work world, with or without early trial and job shifting. Initial choices may not work out and people may change work, employers or occupations. Toward the end of the stage, the career pattern becomes clearer and persons seek stability to gain a greater sense of personal security. For many people in many occupational pursuits, the 30s and early 40s are a highly creative period.
Maintenance	4	45-64	Emphasis on consolidating one's position or situation. There is greater emphasis on continuing along established lines than on breaking new ground.
Decline	5	65 and over	The erosion of physical and mental powers and the conclusion of one's major occupational role. The need to develop new post-work roles becomes a major challenge.

The last life-cycle and career-model that will be discussed is Levinson's career stages. Levinson's theory has considerable scope and is very useful when helping an individual with career planning.

According to Burack, Levinson's work rests on the following ideas:

1. Adults are faced with developmental tasks, which can be predictable.

2. There are major challenges in adulthood.

3. Adulthood is constantly changing as new opportunities arise.

4. A flaw is often the legacy of a past period and must be worked out.

Levinson believes that the "transitions are neither simple nor brief. They require a change in the basic fabric of one's life and take four or five years to complete. They create boudary zones in which people terminate outgoing periods and initiate incoming ones" (Geddie, Strickland, 1984). Levinson points out, in transitional periods, employees are likely to make crucial choices, to give these choices meaning and commitment and to start building a life structure around them. He believes this is the transitional obstacle and helping employees mesh their individual needs with organizational goal is vital during this period(Geddie, Strickland, 1984).

Model 4, emphasizes Levinson's adult career stages and shows transitional changes throughout one's life.

Adult Career Stages MODEL 4

Stage	Name	Approximate age	Highlights
1	Early adult transition	18-22	Leave family Reduce familial dependence Peer support critical Transitional mechanisms come into play, e.g., college, military, first job
2	Movement into adult world, structure building	23-28	Attempt to establish secure position Search or self-examination Tentative commitments to adult roles, responsibilities and relations Erect occupational and social structures Mentoring critical Guides for planning and future actions are provided by one's vision of future possibilities and one's desires
3	Transition	28-32	Incomplete development or flaws from earlier periods recognized Reworking or restructuring to correct shortcomings Great personal instability with job and marriage changes common Reexamination of personal and occupational attachments Major occupational changes are not common
4	Settling down and further structuring	33-40	Seek deeper relationships and commitments with family, work, organization and other valued group Desire for greater orderliness and control of factors affecting personal and professional life Attempts to (further) realize the dreams, visions and idealizations of past periods Push to achieve career highs, become one's own person Search for tangible signs of recognition
5	Transition	38-42	Movement from young to middle adulthood stage (Re)assessment of accomplishments and shortfalls in terms of ambitions and the future visualized in earlier stages Confrontation with one's finite life span and realization of aging Challenge to get in touch with one's self, start on path to self-acceptance in light of realities of accomplishments and shortfalls or inadequacies Greater focus on the here and now
6	Initiation, middle adulthood	mid-40s	Crystallizing of individuality Greater sense of reality about what one possesses and less emphasis on competition or occupational hill climbing Greater desire to enjoy one's own life and work Further manifestations of self acceptance and internal rather than external values Assumption of mentoring job Successful combination of attachment and concern for others with potential for improved capabilities (as the need for the latter arises)

Based on Levinson, D.J., Darrow, C.N., Klein, E.B., Levinson, M.H., & McKee, B. (1978). The seasons of a man's life. New York: Knopf.

CONCLUSION

Career development is a growing field with new demands for the adult education practitioner. The importance of career development was emphasized throughout this paper by stressing content, approach and philosophy. The growth of career development was shown through the following factors: theories, career development, self-concept and self-esteem, mentor relationships, and adult career life cycles.

According to Pietrofesa and Splete, career development is a process that occurs over a life span and is significantly influenced by self-concept and by social, physical and psychological forces in one's world.

The understanding of self, others, and environmental conditions ensure maximum reward to the individual through satisfaction on the job. The following seven steps according to (Norris, et al), show an overall career development plan. They are as follows:

1. A combination of experiences that insure an objective self-concept. Such factors as one's value structure, perception of self, and one's interpretation of one's relationship to the environment would be included.

2. An organized group of activities designed to provide the individual with an opportunity to understand others and to learn to relate to a broad spectrum of society.

3. A defined program of experiences that insure a comprehensive exposure to the characteristics of one's present and future environment.

4. A planned group of activities that provide each individual with an opportunity to explore personal strengths and preferences in relationship to environmental demands and opportunities.

5. A professional service of counseling to assist each individual in analyzing the alternatives of career choice and aid in the establishment of appropriate priorities.

6. A training program that maximizes the learning opportunity for the individual to enter upon the career goal that has been selected.

7. An organized placement service designed to help the individual move from training experiences into meaningful careers.

This sequence of steps listed should significantly increase attitudes, morale and productivity through organizations and employees working together. To be successful, career development programs are dependent upon management support, well-defined goals, and effective communication. It is essential that a career development program include job opportunities for employees growth.

The adult education practitioner should understand the process by which individuals make career choices and be aware of some of the more scientific approaches to career selection that are available. In making a choice, one should use the best sources of information that are available (Chruden, Sherman, 1984).

BIBLIOGRAPHY

Astin, Alexander and Holland, John L. "The Enviromental Assessment Technique, A Way to Measure College Enviroment." Journal of Educational Psychology 52, December 1961.

Blessing and White. "From the World of Blessing White." Princeton, New Jersey, 1981.

Burack, Elmer. "The Sphinx's Riddle, Life Cyles and Career Cycles." Training and Development Journal, April 1984.

Cross, Les. "Career Development: A System That Gets Results." Training and Development Journal, February, 1983.

Dawis, Rene V., Lofquist, Lloyd H. and Weiss, David J. "Minnesota Studies in Vocational Rehabilitation: VVIII, A Theory of Work Adjustment." rev. ed. Minneapolis: Industrial Relations Center, Work Adjustment Project, University of Minnesota, 1968.

Dudley, Gordon and Tiedman, David. Career Development Exploration and Commitment. Accelerated Development Inc., Muncic, Indiana, 1977.

Erickson, E.H. (1963). Childhood and Society. (2nd ed.) New York: Simon and Schuster.

Forer, Bartram. "Personality Factors in Occupational Choice." Educational and Psychological Measurement 21, Autumn, 1953.

Geddie, Catherine and Strikland, Ben. "From Plateaus to Progress: A Model for Career Development." Training and Development Journal, June 1984.

Hall, D.T. (1971). "A Theoretical Model of Career Subsidentity Development in Organizational Settings, Organizational Behavior and Human Performance."

Holland, John L. The Psychology of Vocational Choice: A Theory of Personality Types and Enviromental Models. New York: Ginn, 1966.

Hoppock, Robert. Occupational Information. 4th ed. New York: McGraw-Hill, 1976.

Levinson, D.J., Darrow, C.H., Klein, E.B., Levinson, M.H., and Mckees B., (1978). The Seasons of a Man's Life. New York: Knopt.

Miller, Melvin D. Principles and A Philosophy for Vocational Education. National Center for Research in Vocational Education, Ohio State University, 1985.

National Computer System. "Career Development." 1982.

Norris, Willa, Hatch, Raymond, Engelkes, James and Winborn, Bob. The Career Information Service. Rand McNally College Publishing Co., 1979.

Otte, Fred and Gutteridge, Thomas. "Organizational Career Development: What's Going on Out There"? Training and Development Journal, February, 1983.

Perney, Linda. "Career Push-Ups." Self Magazine. March 1981.

Phillips-Jones, Linda. "Establish a Formalized Mentoring Program." Training and Development Journal, February 1983.

Pietrofesa, John and Splete, Howard. Career Development Theory and Research. Grune and Stratton, New York, 1975.

Roe, Anne. The Psychology of Occupations. New York: Wiley, 1956.

Russell, Mary. "Career Planning in a Blue Collar Company." Training and Development Journal, January 1984.

Schein, Edgar. "Increasing Organizational Effectiveness Through Better Human Resource Planning and Development." Sloan Management Review, Fall 1977, pp. 1-20.

Schein, E.H. (1978). Career Dynamics: Matching Individual and Organizational Careers. Rending, Mass: Addison-Wesley.

Sherman, Arthur and Chruden, Herbert. Managing Human Resources. South-Western Publishing Co., Cinncinnati, Ohio, 1984.

Super, D.I. (1957). The Psychology of Careers. New York: Harper and Row.

Waitley, Dennis. 10 Seeds of Greatness, The Ten Best-Kept Secrets of Total Success. Old Tappan, New Jersey: Fleming H. Revell Company, 1983.